

St Paul Primary
3074 Liberty Hill Road
Summerton, SC 29148

Grades	K-3 Elementary School	
Enrollment	297 Students	
Principal	Patricia R. Middleton	803-478-2286
Superintendent	Dr. Rose H. Wilder	803-485-2325
Board Chair	John D. Bonaparte	803-478-8711

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	36	53	13

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Good	Excellent	No
2004	Average	Unsatisfactory	Yes
2005	Average	Average	Yes

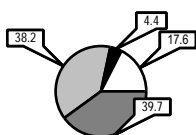
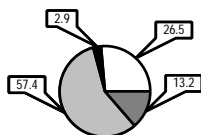
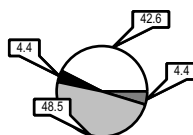
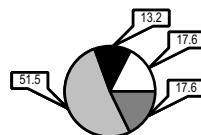
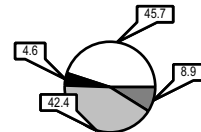
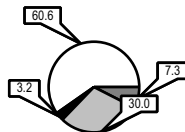
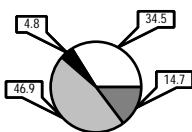
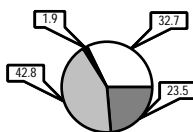
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	70	98.6	16.4	38.8	40.3	4.5	58.2	Yes	Yes
Gender									
Male	38	100.0	13.5	40.5	37.8	8.1	56.8		
Female	32	96.9	20.0	36.7	43.3	0.0	60.0		
Racial/Ethnic Group									
White	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	64	100.0	15.9	41.3	39.7	3.2	57.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	50	100.0	14.6	37.5	41.7	6.3	62.5		
Disabled	20	95.0	21.1	42.1	36.8	0.0	47.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	70	98.6	16.4	38.8	40.3	4.5	58.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	70	98.6	16.4	38.8	40.3	4.5	58.2		
Socio-Economic Status									
Subsidized meals	66	98.5	17.5	36.5	42.9	3.2	58.7	Yes	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	70	98.6	25.4	58.2	13.4	3.0	32.8	Yes	Yes
Gender									
Male	38	100.0	29.7	54.1	10.8	5.4	27.0		
Female	32	96.9	20.0	63.3	16.7	0.0	40.0		
Racial/Ethnic Group									
White	3	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	64	100.0	27.0	58.7	12.7	1.6	31.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	50	100.0	22.9	60.4	14.6	2.1	33.3		
Disabled	20	95.0	31.6	52.6	10.5	5.3	31.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	70	98.6	25.4	58.2	13.4	3.0	32.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	70	98.6	25.4	58.2	13.4	3.0	32.8		
Socio-Economic Status									
Subsidized meals	66	98.5	27.0	58.7	11.1	3.2	31.7	Yes	Yes
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	70	98.6	41.8	49.3	4.5	4.5	9.0
Gender							
Male	38	100.0	37.8	51.4	2.7	8.1	10.8
Female	32	96.9	46.7	46.7	6.7	0.0	6.7
Racial/Ethnic Group							
White	3	66.7	I/S	I/S	I/S	I/S	I/S
African American	64	100.0	42.9	49.2	4.8	3.2	7.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	50	100.0	37.5	56.3	2.1	4.2	6.3
Disabled	20	95.0	52.6	31.6	10.5	5.3	15.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	70	98.6	41.8	49.3	4.5	4.5	9.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	70	98.6	41.8	49.3	4.5	4.5	9.0
Socio-Economic Status							
Subsidized meals	66	98.5	41.3	50.8	4.8	3.2	7.9
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	70	98.6	16.4	52.2	17.9	13.4	31.3
Gender							
Male	38	100.0	10.8	56.8	16.2	16.2	32.4
Female	32	96.9	23.3	46.7	20.0	10.0	30.0
Racial/Ethnic Group							
White	3	66.7	I/S	I/S	I/S	I/S	I/S
African American	64	100.0	14.3	55.6	19.0	11.1	30.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	50	100.0	10.4	54.2	18.8	16.7	35.4
Disabled	20	95.0	31.6	47.4	15.8	5.3	21.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	70	98.6	16.4	52.2	17.9	13.4	31.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	70	98.6	16.4	52.2	17.9	13.4	31.3
Socio-Economic Status							
Subsidized meals	66	98.5	17.5	52.4	19.0	11.1	30.2
Full-pay meals	4	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	81	97.5	16.5	50.6	29.1	3.8	32.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	98.6	16.4	38.8	40.3	4.5	44.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	81	97.5	30.4	58.2	10.1	1.3	11.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	98.6	25.4	58.2	13.4	3.0	16.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	70	98.6	41.8	49.3	4.5	4.5	9.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	70	98.6	16.4	52.2	17.9	13.4	31.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 297)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.7%	Down from 9.1%	3.9%	3.0%
Attendance rate	95.6%	Up from 95.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%	Down from 8.9%	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%	Down from 6.3%	5.8%	3.2%
Eligible for gifted and talented	8.3%	Up from 5.0%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.3%	Down from 7.6%	8.0%	8.2%
Older than usual for grade	0.3%	Down from 2.0%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	41.7%	Up from 38.5%	50.0%	52.6%
Continuing contract teachers	70.8%	Down from 80.8%	77.1%	83.3%
Highly qualified teachers	85.7%	Up from 82.6%	91.7%	93.5%
Teachers with emergency or provisional certificates	9.1%	Up from 4.0%	3.1%	0.0%
Teachers returning from previous year	80.6%	Down from 81.9%	82.9%	87.0%
Teacher attendance rate	94.4%	Up from 90.8%	94.9%	95.0%
Average teacher salary	\$35,766	Down 5.5%	\$40,385	\$41,703
Prof. development days/teacher	25.2 days	Up from 23.7 days	14.4 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 12.9 to 1	16.3 to 1	18.8 to 1
Prime instructional time	86.5%	Up from 83.9%	88.8%	89.8%
Dollars spent per pupil*	\$8,346	Up 8.6%	\$7,491	\$6,242
Percent of expenditures for teacher salaries*	54.3%	Down from 58.6%	63.9%	65.8%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	97.8%	Up from 86.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.7%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Paul Primary School is located in rural historic Clarendon County. The school provides a quality education for 332 intelligent young minds. The staff, students, and parents have celebrated many successes during the 2004-05 school year. Two teachers received EIA Grants to enhance our science curriculum. A federal technology grant provided an on-site technology coach, a 25 station wireless computer lab, and presentation carts containing the most modern digital instructional equipment. In January the school sponsored our annual Parents' Winter Conference. Muffins for Mom, Donuts for Dad, a Volunteer Luncheon, and a "Parent Day" were also held to honor our parents and community members.

The Instructional staff of St. Paul Primary is working continuously to improve student achievement. The major areas of focus during the year were assessment, writing across the curriculum, and critical thinking. Ongoing staff development activities were designed to keep teachers abreast of the latest best teaching practices. PACT Academy was held for third grade students to receive additional after-school instruction in English/language arts, math and science. The faculty and staff are excited about the Science Coaching Initiative to be implemented during the 2005-06 school year. We feel confident that this initiative will improve our students' science PACT scores. Our character education program was strengthened this year with monthly themes and student citizenship awards.

The Parent Educator continued to assist parents in various aspects of parenting. Parents were also afforded the opportunity to attend computer classes.

Our ongoing challenge is to improve student achievement in all areas. The students of St. Paul Primary School will continue to be top priority and failure will not be an option.

Patricia R. Middleton, Principal

Sethina M. Jackson, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	65	51
Percent satisfied with learning environment	94.7%	88.7%	85.4%
Percent satisfied with social and physical environment	89.5%	91.7%	76.6%
Percent satisfied with school-home relations	63.2%	93.4%	78.0%

*Only students at the highest elementary school grade level at this school and their parents were included.